| **Student Name:** Emilia Lau |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Explain why they NEED to take action right from the get go. What current events or issues mandate that celebrities speak up and shame them where they do not.  Signposting missing!  Set-up   * Good work explaining what the push from Opp is likely to be. Don’t say you’ll identify what the actor is, but rather say - ‘what do these singers look like’ - and then segway into the claim. * Good work establishing their interests - but remember that to some degree, they are socially conscious, and presumably do care about these issues in some capacity. * We need to use examples to illustrate what social issues might be; you should also give examples of singers and what kind of steps this would look like. For instance, petitions, political party endorsements. Explain why this is likely to be done in a high quality manner. Why won’t they fumble these statements or actions?   Argument 1   * First explain why they will do it well, and why it will be received well. How will they make sure their takes, or posts, are sensitive and well written? Why will their fans cheer - what if they disagree with the claims being made? * POI - explain why their viewers engage with them or respond WELL. * I think we need to frame this as a hot issue that requires them to speak up + their reputation as socially conscious on the line if they do not. Explain why there is almost a need or imperative for them to speak up - what are the consequences for them if they don’t. * You could argue that due to the political atmosphere they have to speak up otherwise they are seen as hypocrites, or might get cancelled - use this to explain why backlash doesn’t occur - but rather is more likely on their side.   04:21  Why aren’t we asking POIs? | | | | | | |

| **Student Name:** Chester Tam |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Competition Score: | 70 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Good opening - you could use an example to highlight just how bad backlash can get.  In set-up, don’t repeat, but re-characterise. Explain how socially conscious decisions can be fundamentally controversial and are inherently divisive in nature - and can then unpack how this is risky. You can also explain how a range of singers have different political views; they will not always be liberal or Democrats. We don’t need to use the personal example, but instead say - these are singers, that’s all that matters.  Our set-up needs to be done in a more structured and clear manner, where we number our contributions. We are borderline arguing in set-up.  POI - good example, unpack this in greater detail!  **What is the structure of this speech? Where are the transitions between set-up, rebuttal, and our arguments?**  On controversy, explain why this issue is fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support? Is it lobbying?  Explain how complex political issues can be easily oversimplified or misinterpreted, especially in the world of social media. A singer's message might be taken out of context, leading to unintended consequences and misrepresentation of their views.  We can also argue the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility.  Good POI to Emilia!  05:09 - **STRUCTURE!!!** | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 70 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  We need to explain right from the get go why engagement is good on your side; just because someone is socially conscious doesn’t mean their fans are - unless you explain WHY. For instance, there tends to be a political concentration even in music; conservatives don’t really listen to Taylor Swift for instance, and liberals don’t really listen to more conservative rap stars who have problematic views.  Good on awareness of what the public believes - but this eats into your benefits. What real incentive for the singer to then speak exists, if it doesn’t raise further awareness.  We need to explain why they will do it well, and why it will be received well. How will they make sure their takes, or posts, are sensitive and well written? Why will their fans cheer - what if they disagree with the claims being made?  Argument 1  Good work establishing incentives for singers up top.  I think we need to frame this as a hot issue that requires them to speak up + their reputation as socially conscious on the line if they do not. Explain why there is almost a need or imperative for them to speak up - what are the consequences for them if they don’t.  You could argue that due to the political atmosphere they have to speak up otherwise they are seen as hypocrites, or might get cancelled - use this to explain why backlash doesn’t occur - but rather is more likely on their side.  You can also bite the bullet and accept that there will be some negative attention, but that all attention is good for these singers - unpack and explain how this attention is beneficial.  Provide examples of where or how this has worked!  04:39  We have to ask POIs consistently! | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | **1** | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 70 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Our opening needs to challenge the reasoning from the speech before us that explains why this will be done well, and not be done on extreme controversial issues. Tiffany gives you justification for why this is true, but we don’t engage with it.  Good use of the Taylor Swift example - explain why this hurts her; we mostly just recount this example. Why is the hate so bad that we think they should not take this action.  Good work challenging that no safe topic really exists; explain what the implication of this is on the round. Explain why these issues are fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support? Is it lobbying?  Argument 1  On controversy, explain why this issue is fundamentally controversial! You can also explain how complex political issues can be easily oversimplified or misinterpreted, especially in the world of social media. A singer's message might be taken out of context, leading to unintended consequences and misrepresentation of their views.  We can also argue the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility.  Point out how if this isn’t a controversial issue, then the benefits of outreach and awareness on Prop go away; but if it is controversial, all the harms your side has pointed out still stand; they have no positive push standing in the round.  We can’t just stop speaking, we have to offer a proper conclusion!  04:55  Some great analysis in this speech, but we have to work on our delivery and style.  **Why are we not asking POIs?** | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | **1** | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | **2** | 3 | 4 | 5 |
| Competition Score: | 68.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  You have to explain why the response or reaction from the fans or general public will be good. They address this clearly and explain how it is the reaction that matters, and your level of social consciousness cannot do anything to alter this.  What is the structure of this speech? If there are three key issues or points, label them and signpost them up top.  Clash 1 - the flagging is completely missing. The transition markers need to be clearer!  Why would it resonate with them? Why would they buy into it? All our benefits are contingent on proving that there will be engagement. Just because someone is socially conscious doesn’t mean their fans are - unless you explain WHY. For instance, there tends to be a political concentration even in music; conservatives don’t really listen to Taylor Swift for instance, and liberals don’t really listen to more conservative rap stars who have problematic views.  We need to explain why they will do it well, and why it will be received well. How will they make sure their takes, or posts, are sensitive and well written? Why will their fans cheer - what if they disagree with the claims being made?  Clash 2  All of the impact is contingent on the prior. Why does the spotlight always benefit them?  You can bite the bullet and accept that there will be some negative attention, but that all attention is good for these singers - unpack and explain how this attention is beneficial.  I think we need to frame this as a hot issue that requires them to speak up + their reputation as socially conscious on the line if they do not. Explain why there is almost a need or imperative for them to speak up - what are the consequences for them if they don’t.  You could argue that due to the political atmosphere they have to speak up otherwise they are seen as hypocrites, or might get cancelled - use this to explain why backlash doesn’t occur - but rather is more likely on their side.  03:53  Kayley, you see your classmates giving third speeches every week. You cannot ask me how to do one this much time into PSD II - keep track of your notes!  Why aren’t we asking POIs? | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 70.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  We only asked ONE POI in the entire debate - we have to ask more! It is an excellent POI, but I need you to be more engaged.  Signposting? Names of clashes?  Good opening - unpack right up top the answer Kayley has to your POI, and the implication this has on the round. Explain why these issues are fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support? Is it lobbying?  Good on no single safe opinion existing.  POI - explain why a singer being socially conscious doesn’t mean their fans are! Explain why public backlash still exists. Good answer!  You can say no without being so hurt about it!  On clashes:   * We’re still speeding through the actual clash, and using it as a conclusion to our rebuttal. You have to do rebuttal WITHIN the clash. Clashes are not summaries. You will hit a ceiling if you do not actually do clashes with regards to speaks.   We can also explain that the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility.  Point out how if this isn’t a controversial issue, then the benefits of outreach and awareness on Prop go away; but if it is controversial, all the harms your side has pointed out still stand; they have no positive push standing in the round.  How many times have we talked about the ‘I am proud’ conclusion, and that we need to move away from it?  04:50 | | | | | | |